



Policy last reviewed	May 2023
Next Review	May 2026
Approved by SLT	18 th May 2023
Approved by Trustees	20 th May 2023

Accessibility Policy

Contents

1.0 Introduction.....	1
2.0 RELEVANT LEGISLATION	2
3.0 School Accessibility Action Plan, including SENDA Accessibility Plan (See Appendix)	2
4.0 Associated Policies.....	3
5.0 Review Date.....	3
Appendix 1 - Accessibility Action Plan 2023-2024	4
Appendix 2 - SENDA Accessibility Plan 2022 – 2025	7

1.0 Introduction

At St Peter & St Paul School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from or involved with the School. The School aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate as fully as possible in school life.

On contacting the School, St Peter & St Paul School would aim for any prospective parent/carer or job applicant to feel able to discuss any disability in order that the School can reasonably evaluate what adjustments may need to be made and take such advice as it deems appropriate.

Our admissions policy is non-selective on entry, but the School must feel sure that it would be able to develop the potential of any prospective pupil with them having a happy and successful school career and emerging confident and well educated.

The achievement of disabled pupils is monitored and the School will make reasonable adjustments so as not to disadvantage a pupil because of his/her disability.

St Peter & St Paul School is located in a two storey Victorian building and a modern one storey extension, with no lifts fitted in either building. To access the broad curriculum offered, it requires children and staff to move through the building to specialist classrooms on a regular basis.

The 3-year Accessibility Action Plan, which is within the Appendix to this policy, outlines the plans that the Trustees and SLT have in place to make St Peter & St Paul School as accessible as is reasonably possible within the constraints of the current School site and financial budgets of the School.



2.0 RELEVANT LEGISLATION

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

The Equality Act 2010 requires schools to have a three-year accessibility plan. St Peter & St Paul School has developed an Accessibility Action Plan which is contained within the Appendix of this Policy.

In accordance with Disability Equality in Education (DEE) St Peter & St Paul School recognises all pupils with special educational needs, including those children with an Education, Health and Care Plan (EHC Plan).

The School also recognises those with long-term medical needs and pupils with long term impairments which have a significant impact on their day-to-day activities as being treated as disabled for the purposes of the Act and for equality.

Consideration will be given to specific individual cases and provision may fall under other areas such as Health and Behaviour in Schools (2015) and Counselling in Schools: a blueprint for the future (March 2015).

3.0 School Accessibility Action Plan

The School Accessibility Action Plan has been developed to ensure that the School complies with current legislation and works towards an efficient, cost effective and practical way of improving facilities, services and opportunities for the inclusion of disabled people.

The Plan aims to improve the following areas:

- Accessibility – entry, exit and moving around the building.
- Inclusion – activities carried out, assistance and support, treatment by others.
- Communication – knowledge of what is available.

The Action Plan has been developed to fill any gaps identified in achieving the following objectives:

- Admissions Policy – to ensure that full information is obtained such that the needs of prospective pupils and staff can be assessed, and reasonable adjustments considered.
- Physical layout – to consider all reasonable adjustments that can be made within the confines of the building and budgetary constraints and ensuring that any future developments will make the school more accessible to pupils, parents, prospective pupils and guests to the school.
- Curriculum/education – to adapt timetables and resources to ensure that pupils with disabilities or Special Educational Needs are taught in the most appropriate place/way to meet their individual needs.
- SEND Policy – to ensure that all children have the tools to access the same curriculum.
- Information provision – to ensure that all information is provided in a format which meets the needs of pupils, parents/carers, staff and others to whom the School provides a service.
- Welfare – to ensure that Policies and Procedures are in place to prevent discrimination or bullying of pupils with special needs or disabilities.



- Training – to ensure that staff training is provided, where required, specific to pupils with special needs or disabilities, e.g., lifting.

A review of this policy, through the Governing Body and the SLT, is undertaken within 3 years of the last review date.

4.0 Associated Policies

SEND & Inclusion Policy

5.0 Review Date

A review of this policy, by the Trustee Body and the SLT, is undertaken within 3 years of the last review date.

Signed (Chair of Trustees):

A handwritten signature in blue ink that reads "Kathy Denton".

Kathy Denton

Signed (Bursar):

A handwritten signature in blue ink that reads "Sally Moorwood".

Sally Moorwood

Appendix 1 - Accessibility Action Plan

Accessibility Action Plan Target	Task	What required	Timescale	Responsibility	Monitoring
Accessibility: To ensure greater accessibility of parts of school to all users	Ensure plans for new work or development consider access, lighting, acoustics, colour, facilities and fittings.	Review all requests for work and development plans.	Annually / by project	Headteacher / Bursar / Estates' Manager	Estates' Committee / Chair
	Car park – ensure accessibility to park for disabled drivers or for children with specific needs	Ensure disabled parking space is available.	Annually / by event / application	Bursar	Estates' Committee / Chair
	Ensure timetable is structured to ensure easiest possible movement around school for pupils with mobility issues.	Identify children with specific mobility issues and adapt timetable accordingly where possible.	Summer term (each year)	Headteacher	Standards' Committee
	Ensure specific Fire Evacuation Plan are in place for disabled pupils and make appropriate adaptations	SENCO to consider needs of individual pupils within their class and develop an individual fire evacuation plan	Autumn term (each year)	SENCO	SLT Link Trustee for Learning Support Standards' Committee
Annual review of school buildings to confirm any further adjustments which can be made to improve accessibility.			Spring term (each year)	Bursar	Health and Safety Committee



	Review of areas of school where accessibility may be an issue for guests / pupils	Identify ways to overcome any accessibility issues. Prepare potential suppliers and costings in the event that a change is needed to current practice.	Summer term annually or as required	Bursar	Estates' Committee
--	---	--	-------------------------------------	--------	--------------------



Target	Task	What required	Timescale	Responsibility	Monitoring
<p>Accessibility and Inclusion: Increase extent to which disabled pupils are able to move about school as required</p>	<p>Review specific needs via Education, Health and Care Plans (EHC's) with each subject coordinator and develop individual plan as required</p>	<p>Prepare access plan for each area of the curriculum covering access to the content plus movement around the school buildings.</p>	<p>Autumn term (each year) or on a case-by-case basis as applicable</p>	<p>Subject Coordinators, SENCO to outline need and report to Bursar, Estates' Manager</p>	<p>SLT</p>
<p>Inclusion: Ensure all recruitment practices are fair</p>	<p>Ensure the shortlisting panel do not take any disabilities into account from the monitoring form when shortlisting.</p>	<p>Ensure Monitoring Form removed from back of application form before passing to staff / Trustees to short list</p>	<p>As and when recruit</p>	<p>Bursar</p>	<p>SLT</p>
<p>Inclusion: Ensure understanding of disabled pupils needs / potential issues</p>	<p>To ensure all pupils learn about disabilities within the PSHE curriculum. To ensure that staff are adequately trained to provide appropriate support to pupils</p>	<p>To monitor teaching of PSHEE Curriculum To review staff training requirements to understand and best support individual pupil needs.</p>	<p>Ongoing Summer term (each year) or as needed</p>	<p>PSHE Co-ordinator Headteacher</p>	<p>SLT Trustees</p>
<p>Communication: To ensure communication to parents / prospective parents, pupils and staff meets individual needs.</p>	<p>Identify any special needs in communication and adapt accordingly.</p>	<p>Include questions on any special requirements for communication on pupil application form.</p>	<p>September 2023</p>	<p>Bursar</p>	<p>SLT</p>